

U.S. Department of Education
2013 National Blue Ribbon Schools Program
A Public School - 13RI2

	Charter	Title 1	Magnet	Choice
School Type (Public Schools):	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name of Principal: Ms. Victoria Gailliard-Garrick

Official School Name: William M. Davies, Jr. Career and Technical High School

School Mailing Address: 50 Jenckes Hill Road
Lincoln, RI 02865-4602

County: Providence State School Code Number*: 17701

Telephone: (401) 728-1500 E-mail: vgailliard-garrick@daviestech.org

Fax: (401) 728-8910 Web site/URL: www.daviestech.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

(Principal's Signature) Date _____

Name of Superintendent*: Ms. Victoria Gailliard-Garrick Superintendent e-mail: vgailliard-garrick@daviestech.org

District Name: William M. Davies, Jr. Career and Technical High School District Phone: (401) 728-1500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson: Mrs. Carolyn Kyle

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT

1. Number of schools in the district _____ 0 Elementary schools (includes K-8)
_____ 0 Middle/Junior high schools
_____ 1 High schools
_____ 0 K-12 schools
_____ 1 Total schools in district
2. District per-pupil expenditure: _____ 19701

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Suburban with characteristics typical of an urban area
4. Number of years the principal has been in her/his position at this school: 11
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	141	102	243
10	150	112	262
11	74	101	175
12	70	91	161
Total in Applying School:			841

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
15 % Black or African American
34 % Hispanic or Latino
1 % Native Hawaiian or Other Pacific Islander
46 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 10%
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	16
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	65
(3)	Total of all transferred students [sum of rows (1) and (2)].	81
(4)	Total number of students in the school as of October 1, 2011	833
(5)	Total transferred students in row (3) divided by total students in row (4).	0.10
(6)	Amount in row (5) multiplied by 100.	10

8. Percent of English Language Learners in the school: 1%
Total number of ELL students in the school: 5
Number of non-English languages represented: 1
Specify non-English languages:

Spanish

9. Percent of students eligible for free/reduced-priced meals: 67%

Total number of students who qualify: 577

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 11%

Total number of students served: 92

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>8</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>21</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>52</u> Specific Learning Disability
<u>11</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>5</u>	<u>0</u>
Classroom teachers	<u>55</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>26</u>	<u>0</u>
Paraprofessionals	<u>6</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>27</u>	<u>0</u>
Total number	<u>119</u>	<u>0</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

15:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Daily student attendance	94%	93%	93%	92%	93%
High school graduation rate	76%	74%	78%	59%	71%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>155</u>
Enrolled in a 4-year college or university	<u>20%</u>
Enrolled in a community college	<u>37%</u>
Enrolled in vocational training	<u>1%</u>
Found employment	<u>21%</u>
Military service	<u>4%</u>
Other	<u>17%</u>
Total	<u>100%</u>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

For over forty years, William M. Davies, Jr. Career and Technical High School (Davies) has had a rich tradition of providing students with a solid preparation in transferable technical skills and academic knowledge needed to be successful in both post-secondary education and direct entry into the work force.

Davies is a local education agency (LEA) serving approximately 850 students from six unique sending districts: Central Falls, Lincoln, North Providence, Pawtucket, Providence, and Smithfield. The school is located in Lincoln, a suburban community ten miles north of Providence. The six cities and towns in the Davies district are a mixture of urban and suburban settings and truly represent a racial, ethnic, and economic melting pot.

Davies is a state-operated high school governed by an independent, business-led Board of Trustees. Students must take an entrance examination and apply for admission. As both a four-year comprehensive and career and technical high school, students master their academic subject coursework while completing training in a selected career and technical program which results in industry-based certifications. Students meet this challenge despite their socio-economic status and range of sending schools.

Due to the dedication of the administration, teaching faculty, parents, students, and Board of Trustees, Davies received the Board of Regents “Commended School Award” twice for significant improvement in English Language Arts and Mathematics from the Rhode Island Department of Education. Additionally, Davies was selected as one of the top six Rhode Island High Schools in the 2008 America’s Best Public High Schools published by the *US News and World Report*.

The school’s mission is to develop graduates who aspire to be lifelong learners, globally competitive skilled workers, future business and community leaders, productive team members, and responsibly engaged citizens. This is achieved by a combination of academic instruction, technical training, work-based learning experiences, and leadership opportunities here at Davies.

In partnership with over 40 businesses and institutions of higher education, Davies prepares students for promising careers in Rhode Island’s business sectors: automotive, bio-manufacturing, building and construction, cosmetology, electrical and telecommunications, electronics and pre-engineering/robotics, graphic design and printing, health careers, hospitality, and machine/advanced manufacturing.

A broad network of strategic business partnerships provides Davies students and teachers with access to top industry equipment, technology and training through on-site training centers and work-based learning experiences at the partners' facilities. Partners include DuPont, CVS/Caremark, Lifespan/RI Hospital, AMICA, and SUPERCUTS, which have developed a future workforce by training Davies students.

Davies students also achieve advanced college credits at post-secondary institutions in their technical programs. These institutions include New England Institute of Technology, Community College of Rhode Island, Johnson and Wales University, and the Culinary Institute of America.

Over 85% of graduating students earn Industry Standards Certifications in their technical career field. These certifications demonstrate a student's mastery of skills and the ability to handle entry level work tasks in the industry.

All students receive extensive pre-employment skills training throughout their four years at Davies. Each student has a career resume, receives training on interview skills, and visits businesses to learn more about an industry’s needs. Seniors may also receive payment for work-based field learning.

Upon graduation, two-thirds of the graduating students attend post-secondary education or advanced training in preparation for employment in their technical field of study at institutions such as Nursing Studies at University of Rhode Island, Oncology Studies at Brown, Engineering at the US Naval Academy, and Pharmacy Studies at the Massachusetts College of Pharmacy. In addition, 25% enter the workforce or military service directly after high school.

Students have demonstrated their technical skills and knowledge by winning twenty-four national medals at the SkillsUSA National Championships held in Kansas City, Missouri. SkillsUSA is a national organization which prepares students for careers in trade, technical, and skilled service professions. Davies students have consistently ranked as top student performers in the New England region.

As clearly articulated in the Vision Statement, William M. Davies, Jr. Career and Technical High School strives towards creating academic and technical excellence by establishing an educational environment of high expectations with multiple learning opportunities. By providing a solid foundation that fosters and enhances lifelong learning as well as implementing contemporary teaching strategies, Davies is preparing its graduates to meet the demands of the 21st century in a changing and demanding global economy.

Davies is worthy of the National Blue Ribbon School Award because it continues to provide exceptional academic and technical education, demonstrates consistent improving student performance scores on state assessments within a diverse population, and delivers a skilled technical workforce.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

A. Two standardized assessments are primarily used at Davies High School. For local course placement, progress monitoring, and measurement of outcomes, we use the Stanford 10 Assessment Battery. As required by the State of Rhode Island, we use the New England Common Assessment Program (NECAP) to measure student proficiency in Mathematics, Reading, Writing, and Science. The Stanford 10 Assessment disaggregates student performance into “Advanced,” “Proficient,” “Basic,” and “Below Basic.” Currently, these proficiency levels are used to place students in appropriate courses and to ensure that they receive academic interventions as needed. The interventions provide students with additional supports to demonstrate proficiency, meet school/state standards, and prepare for college or careers. The NECAP assessment is administered in the junior year, and students are scored as “Proficient with Distinction,” “Proficient,” “Partially Proficient,” or “Substantially Below Proficient.” While the State of Rhode Island’s requirement in its proficiency-based graduation model is that students attain at least “Partially Proficient” on the Mathematics and Reading assessments, we at Davies continue to strive for all students to secure a rating of “Proficient” or “Proficient with Distinction.”

B. Review of our NECAP performance data shows that while we have made very significant gains over the past five years, we cannot decrease our constant drive and resolve to improve our instruction and practice to enable our students to demonstrate proficiency.

Analysis of our reading scores shows an improvement from 47.9% of students scoring proficient or above in 2007-2008 to 87% in 2011-2012. Our most recent data shows a further increase to 91% in 2012-2013. Additionally, we are proud to say that we have successfully narrowed the achievement gaps in all subgroups, including among our economically-disadvantaged, African-American, Hispanic and Special Education students. For example, in 2008-2009 a gap of 5.9% existed between all students and the economically-disadvantaged subgroup. This gap has been eliminated, and our economically-disadvantaged subgroup actually out-performed the All-Students group by 2% on the 2012-2013 assessment.

Analysis of our math scores reveals significant gains in achievement for all students tested and among our identified subgroups. In 2007-2008, only 6.7% of students were proficient or above in Mathematics; this improved to 35% in 2011-2012. Our 2012-2013 data show that we have plateaued at 35%. This has resulted in great collaboration between the Math department and leadership to modify our curriculum and instruction to show growth once again. While we are not satisfied with our percentage of students demonstrating proficiency or higher in Mathematics, it is important to note that 75% of students who did not meet the state’s standard on the assessment were within 2 points of doing so on the 2012-2013 assessment. Additionally, we are proud that we have successfully narrowed gaps among the majority of our subgroups including economically-disadvantaged, African-American, and Hispanic students. Specifically, in 2008-2009 a gap of 20.7% existed between all students and the African-American subgroup. This gap no longer exists, and our recent 2012-2013 data show that our African-American subgroup out-performed the All-Students group by 6%.

We attribute these significant gains to the level of collaboration, reflection, and data analysis that our educators engage in. At Davies, the teaching of math and reading is not strictly the responsibility of the Math and ELA departments; rather we are all teachers of reading and math as evidenced by the integration of these standards into all academic and technical curricula. Additionally, our leadership and our faculty are constantly reflecting upon our practice and making changes to serve our students better. Our teachers and leaders develop personalized Professional Growth Plans (PGP’s) each year which are connected to cutting edge best-practices in education and ultimately affect the experience of our students in the classroom. Finally, we continue to improve our ability to use data in decision-making at both the classroom and school-wide levels. This analysis helps us all to use our time and resources more

efficiently, to identify needs among our student population, and to develop effective supports and interventions in a proactive way so that our students may demonstrate growth and ultimately proficiency.

Our most recent NECAP data show that significant gaps -- 17% in reading and 14% in math -- still exist for our special education student subgroup. We are working diligently to reduce this gap by improving our inclusion model classrooms and dedicating professional development time and resources to develop highly effective collaborative classrooms in which the special educator and general educator are able to combine their skills seamlessly to meet the needs of our diverse student population. We look forward to narrowing these gaps as a result of our efforts to create more effective collaborative classrooms for our students with special needs.

2. Using Assessment Results:

Using data to make appropriate decisions is a cornerstone of Davies educational programming. At the local level, the Stanford 10 assessment is administered twice a year in Mathematics, ELA, Science, and Social Studies. Data from these assessments inform multiple high stakes decisions such as student placement in courses and interventions, building-level student-learning objective attainment, and curriculum modification. Additionally, educators also make lower stakes decisions such as differentiation of instructional strategies and modification of teacher created assessments based on the Stanford 10 assessment results. Most recently, we have used the Stanford 10 results in Mathematics and ELA to determine performance targets for students whom we have identified as at risk of not meeting proficiency levels on the NECAP Reading and Mathematics assessments administered in the 11th grade, and who are therefore placed on an Educational Proficiency Plan (EPP). In addition to using data from these standardized assessments, our teachers continually review classroom level assessment data to drive their instruction, to differentiate learning tasks, and to revise curricula. Specifically, all teachers have two self-designed or departmental student learning objectives (SLO's) which are closely progress-monitored throughout the instructional interval. Progress-monitoring data are reviewed with members of the administrative team at least twice a year so that the teachers and leaders may collaborate to adjust supports and instruction accordingly and ensure that all students are able to demonstrate their ability to meet learning targets that are rigorous, yet attainable.

Each year, our ELA, Science, and Mathematics departments disaggregate and analyze student level data files, item analysis reports, and released items from the NECAP assessment to determine gaps in our curricula and to identify the need for improved instruction in certain areas of knowledge and skills. For example, recent analysis of our Math NECAP data revealed a need to focus more heavily on Geometry instruction and to provide students with instruction that will enable them to respond successfully to constructed response items on the assessment. In response, we modified our course pathway to require all students to take Geometry in the 10th grade and developed a departmental SLO that focuses on students' responses to real-life application constructed response mathematics prompts. Finally, student learning objective attainment data determine final effectiveness ratings for all educators as part of the Rhode Island Teacher Evaluation and Support System. We look forward to reviewing the impact of these data-based decisions on future assessments.

We use multiple methods to communicate assessment results with stakeholders in the Davies community. Our online grade book system is accessible to all students and parents so they can monitor student-academic success. Regular parent/teacher conferences provide an opportunity to strengthen the home-school compact. Finally, information sessions are organized by our Community and Public Relations team to inform parents about their child's NECAP results, preparation for midterm exams, and attainment of proficiency-based graduation requirements.

When school-wide standardized assessments are combined with department and teacher-developed assessments, Davies has access to abundant data to inform decisions. We continue to refine our process of analyzing and using these data to ensure that our academic programs and interventions will give our students access to high quality curricula that will enable them to demonstrate proficiency.

3. Sharing Lessons Learned:

At Davies, we understand and appreciate the incredible stress that many schools are under as they work to serve better an ever diversifying student population. In order to build collaboration and sharing of best practices, we strive to share successful strategies and tools with our colleagues in education. Over the years we have been leaders in the successful implementation of multiple initiatives including school-wide Positive Behavior Intervention and Supports (PBIS), our Academic Recovery Program (AR) which provides students with additional opportunities to demonstrate proficiency and to earn course credit, Linking Learning and Assessment formative assessment integration, and the Common Core State Standards transition. While named the “Model High School for PBIS Implementation” by the Sherlock Center at Rhode Island College in 2012, we have consistently shared successful strategies with our training cohort for implementing PBIS, which is traditionally difficult to sustain with fidelity at the high school level.

Rhode Island is in the middle of a transition to a new and rigorous teacher evaluation and support system. Davies has once again served as a state resource. Several schools throughout the state adopted an innovative credit recovery and proficiency-based program that we developed in order to assist our students in meeting local and state standards. This Academic Recovery program requires students who fail any core course to attend an extended school day during which they work with a highly qualified teacher to demonstrate proficiency in the content area with which they had difficulty. Following instruction, when students meet the standard on a locally developed post-assessment, they receive credit for the quarter and are exited from the AR class. We have experienced tremendous success with this program. Failure rates and retention have greatly decreased. For several years, we have been revitalizing our curricula as we align to the Common Core State Standards. Doing so requires that we take a careful look at current assessment practices and tools as we develop a school-wide comprehensive assessment system that allows us to tailor instruction, monitor student progress, and accurately measure outcomes. To meet these connected goals, we have joined a statewide group of LEA’s committed to increasing the use of formative assessment in daily practice. Participation in this group is grounded in sharing of resources and professional development materials for successfully integrating this type of assessment. Concurrently, we are leading the transition to the Common Core State Standards providing training at a local university, Providence College, to aspiring leaders who will confront the challenge of giving students access to curricula that meet the rigor and expectations of the Common Core.

Finally, Davies is also a member of a group of schools committed to meeting the expectations associated with Race to the Top. This “Collaborative Learning Outcomes” (CLO) group meets on a regular basis to discuss progress in implementing and maintaining systems related to curriculum development, educator effectiveness, and effective data systems. The connections made in this CLO have been essential to our success, and we strongly feel that we have contributed to that of our CLO colleagues.

4. Engaging Families and Communities:

William M. Davies, Jr. Career and Technical High School employs multiple strategies which we have found successful in working with family and community members for student success and school improvement. It is paramount that we engender a strong bond among all members of the Davies extended family. Our Parent and Family Council (PFC) and Committee for Public Relations (CPR) support activities and communications throughout the calendar year. Both committees collaborate to improve parent awareness and engagement and promote our mission of fostering parent communication.

Every year we open our doors to families who wish to have their 8th graders attend Davies the following year. Our committees reach out to all of our sending districts to attend Future Student Night. This event, which draws many hundreds of families, provides information about Davies and showcases all of our technical and academic programs for prospective students.

From the onset of our relationship, we encourage parents to join both the PFC, our version of the Parent Teacher Organization, and CPR committees. Prior to entering 9th grade, newly accepted students and

their families receive an orientation and a clear overview of our curriculum, student activities, culture, high standards, and high expectations. This gathering explains our use of our AlertNow multilingual voice messaging system, monthly parent newsletters, local newspapers, traditional media, and social media (Twitter) to keep families and the community informed, in addition to our multi-faceted school website with parent link, school calendar, student grades, up-to-date attendance, teacher email, and other relevant information.

Davies works to better communication and create understanding among our diverse family members. Our Bilingual Parent Liaison provides verbal and written translation to bridge communication with non-English speaking parents and community members on a daily basis and during all of our events, such as: Parent Visitation Night, Parent/Teacher Conferences in the fall and spring, the Director's Graduation Requirements seminar and parent workshops. Examples of workshops include Preparation is Leadership; MegaSkills, which provides resources for parents to help with home and school connection; Preparing Your Child for Mid-Term Exams; and WayToGoRI for college and career exploration.

Davies also makes use of Technical Advisory Boards to support our technical programs. Skilled community partners are involved in our evolving technical education programs. These stakeholders, along with parents and other Davies family members, make decisions to help improve our student learning outcomes and meet industry standards. All business partners, participating Co-Op and Internship students, and their families participate in a Spring recognition event hosted by the School-to-Career Office. Our Community Showcase exhibits the diverse talents of both students and staff through music and exhibition of afterschool programs.

Davies continues in its endeavors to strengthen the bond with family and community members for continued student success and school improvement.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

Over the past several years, Davies has analyzed and revised our core curricula as we aligned our curricula to Rhode Island's Grade Span Expectations (GSE's) initially and more recently to the Common Core State Standards. Students at Davies have a truly unique educational experience, held to rigorous standards to meet the requirements of both an academic and a technical education. Our innovative scheduling gives students access to core curricula which prepare them to meet academic expectations and concurrently, access to technical training aligned with industry standards, which prepares them for entry level positions in a variety of careers.

The English Language Arts curriculum is focused on assisting students to become proficient readers of a variety of texts while ensuring that they can demonstrate their understanding and analysis of texts through meaningful and well-crafted writing. Students study American and British literature, informational texts, and poetry and receive intensive writing instruction. The English department collaborates heavily with our Senior Project Coordinator to ensure that our students are able to meet the requirements associated with their Senior Project, which includes a thesis-based research paper linked to the student's technical area.

Mathematics instruction at Davies assists students in becoming true users of math as they solve real life problems and to make connections to their technical areas. All students at Davies are enrolled in Algebra I, Geometry, or Algebra II; senior year choices include Pre-Calculus for students who demonstrate strong math skills.

Science at Davies is truly rooted in inquiry and the development of scientific thinking skills. Davies students all begin by engaging in the study of Physical Science, followed by Biology and finally Chemistry. Additional courses, such as Environmental Science, allow students to explore many branches of science as they develop their investigative and data analysis skills.

Our Social Studies program's goal is for all students to think like historians as they analyze primary and secondary source documents to gain a true understanding of significant historic events throughout time. Freshmen students study a diverse group of civilizations and cultures in World Cultures while Seniors study US History. These core courses are supported by elective offerings including Civics, Current Events and Economics.

Our students also have the opportunity to study foreign languages such as Spanish or Portuguese. Our Foreign Language department works diligently to develop students' reading, writing and speaking skills in the target language so that they can fully immerse themselves in the respective culture.

Finally, we would be remiss not to mention the excellent Health/Physical Education program at Davies High School. While engaging student in learning around content such as health and fitness, disease, self-image and sportsmanship, we truly value our place as the leading school in implementing an anti-dating violence curriculum which has been replicated throughout the state.

We have always prided ourselves in our ability to produce students who are ready to continue their learning in college or to begin demonstrating their skills immediately as they begin a career. Part of this success can be attributed to our integration of our academic and technical curricula. Math is an essential component in all of our technical programs, and math connections are stressed by all of our educators.

Students in our Biomanufacturing program are able to see science come to life as they use upstream and downstream processing equipment. Students' reading and writing skills are put to the test as they engage with technical manuals and texts that are primarily written at the post-high school-level. Clearly, Davies students are offered an educational experience unlike any other in Rhode Island; perhaps the country.

2. Reading/English:

Students at Davies experience a highly scaffolded English Language Arts curriculum that enables them to demonstrate proficiency in reading and writing. During the four years of ELA instruction students are required to read a variety of texts from multiple cultures and time periods. Our ELA teachers have carefully chosen these texts to challenge students' comprehension and analytical skills as they attend to the writing styles and use of literary devices by a diverse group of authors. Student writing skills are refined and developed over their four years at Davies through careful design of writing tasks through which students must exhibit their reflective, persuasive, narrative, and thesis-based writing skills. All of our teachers, not only our ELA teachers, have rallied around the school-wide goal to ensure that students can "read like a detective and write like an investigative reporter." This motto serves to remind us all that we must engage students in learning activities that require them to read texts closely and use that text to support their claims in writing. In doing so, we assist students in meeting the rigor of the Common Core while strengthening the writing skills they will use in college, career, and life.

At Davies we are also well prepared to assist our struggling readers to build their skills to at least proficiency. Our Reading program uses data-based decision-making and individualized instruction to build student vocabulary acquisition, comprehension, and fluency so that students are fully engaged in our rigorous ELA curricula. The reading levels of all Davies students are assessed upon entry to the school, and students are placed in either a half- or full-time reading pathway if deficits are evident. Our Reading teachers do a phenomenal job of increasing our students' reading skills, as evidenced by the 91% of students scoring proficient or above in Reading as measured by the most recent NECAP assessment.

3. Mathematics:

Our Mathematics curriculum is designed to foster the growth of students who cannot only "do" math but truly "use" math to solve problems encountered in their careers and daily life. To meet this goal, all students take Algebra I as Freshmen, Geometry as Sophomores, and Algebra II as Juniors. These courses are offered at varied levels to make certain that pacing and depth are appropriate for students' skills. Additionally, students may choose as Seniors to take Pre-Calculus or Math 12 to further refine their Algebra skills. All of these courses place emphasis on presenting students with situations in which mathematics will lead them to a solution; many are connected to their technical programs and training. In response to recent assessment data, we have also increased instructional time to enable students to respond to complex, multi-step, and real world mathematics prompts. All math teachers have adopted this goal as one of their student learning objectives for the school year and share best practices and compare student level data to drive their instruction.

Students who struggle in mathematics have had access to a variety of interventions to support the growth of their math skills. These interventions include a Math Standards course focused on remediating math deficits via self-paced learning facilitated by the teacher. A NECAP Prep course has been offered after school for all students in the current year's testing cohort and during the school day for 10th graders in need of support prior to taking the assessment. This course was required for all students to improve their understanding of the NECAP assessment and to provide additional instruction prior to administration of the assessment. Most recently, we have developed a Math Support Class which uses a blended learning approach to support our struggling students. This class uses virtual math modules, one-on-one and small group instruction, and online tutoring in classes with very small numbers to ensure that students receive the individual and targeted instruction that they need to be successful.

4. Additional Curriculum Area:

The Davies model provides two houses of preparation which offer our students both an academic and technical education. This results in our unique opportunity to engage students in learning experiences that require them to apply academic knowledge and skills in career-based situations that they are likely to encounter in the future.

Mathematics and ELA skills are heavily infused into our ten technical programs which include Automotive Careers, Bio-manufacturing, Building and Construction Trades, Cosmetology and Barbering, Electrical/Telecommunications, Electronics/Robotics/Pre-Engineering, Graphic Arts/Printing, Health Careers, Hospitality, and Machine Technologies. These programs are aligned to the US Department of Education's sixteen career clusters. For example, our Automotive Program is aligned to the Transportation, Distribution, and Logistics cluster; Health Careers is aligned to the Health Science cluster; Machine Technology to the Manufacturing cluster; and Electronics/Robotics/Pre-Engineering is aligned to the Science, Technology, Engineering, and Mathematics cluster.

Students who graduate from Davies High School are poised to meet the challenges they will face as 21st century citizens. Our graduates are prepared to compete with their international counterparts, having gained knowledge and skills that are in demand and met the technical requirements sought after by employers. The academic and technical pathway that our students participate in is an educational system based on student interests, technical training, work-based learning, work experience, and industry partnerships and relationships. It separates our students from those who experience only a traditional high school education and enables them to become lifelong learners and globally competitive skilled workers.

To achieve a globally competitive status, our students receive technical training from programs aligned with national industry standards. This allows them to earn multiple international and national industry recognized certifications, such as Automotive Standard of Excellence (ASE), PrintEd, National Institute for Metalworking Skills (NIMS), National Occupational Competency Testing Institutions (NOCTI) – multiple certifications available, Certified Nursing Assistant (CNA), International Society of Certified Electronics Technicians (ISCET), and National Center for Construction Education and Research (NCCER) – multiple certifications available.

Performance requirements for these certifications echo the rigor of the standards that our students must meet in the academic house of our educational program. As a result, our students consistently have meaningful, challenging, relevant, and engaging learning experiences that will lead to becoming future business and community leaders, productive team members, and responsibly engaged citizens.

5. Instructional Methods:

Davies differentiates instruction for our diverse student population using a principle-guided approach to teaching and learning, implemented in the context of a classroom system that includes the learning environment, curriculum, assessment, and instruction.

Our learning environment includes the physical and emotional context in which learning occurs. Physically, this includes effective displays of student work, easy access to materials and supplies, and furniture arrangements that focus attention on peer input rather than solely on the teacher. Emotionally, students learn best when they feel safe, respected, involved, challenged, and supported. Some procedures and protocols that encourage this include greeting students by name at the door and PBIS initiatives that support Respect, Responsibility, and being Ready to Succeed.

As part of aligning our curriculum to the Common Core State Standards, Davies is emphasizing diverse content enrichment focused on applied and project-based learning that allows students to demonstrate learning through a variety of strengths. Therefore, students have a choice of topics on which to write in English, research in Social Studies, and experiment in Science. Modes of student presentation are also enhanced through the use of classroom computers. Smart Board and Eno Board technologies allow students to present written, graphic, and Internet data in a highly visible and motivating venue.

Davies uses four types of assessment: diagnostic, formative, interim, and summative. Diagnostic assessment is primarily used by our special education and reading staff to assess student work individually when students are struggling. All students are assessed using formative, interim, and summative assessments to determine how they are meeting the learning objectives of the various

curricula. These data are used to differentiate Student Learning Objectives which are used, in part, to target curricula that require students to receive additional supports.

Students receive differentiated instruction based on this on-going assessment process. Differentiating instructional strategies include, but are not limited to, scaffolding, chunking, using graphic organizers, accessing tiered activities and materials, and manipulating interest-based application options. An example of this would be when a teacher “chunks” a large assignment into smaller parts for our ELL, IEP, or 504 students so the assignment is not overwhelming, is more manageable, and helps the student set appropriate timelines for completion. In addition, special educators and teacher assistants provide students in collaborative and self-contained settings with modified materials and small group and one-on-one instruction using a variety of instructional strategies that meet the individual needs of the students.

6. Professional Development:

Professional development is an essential part of the William M. Davies, Jr. Career and Technical High School (Davies) practice and culture. It has always been understood that high quality professional development (PD) enables teachers and staff to reach the next level of expertise and ability. It stimulates staff to raise their understanding of education and strengthens their willingness to make changes that will improve and expand learning by both staff and students alike. PD is designed to help staff take a central role in fostering improvement and achievement in the classroom. Our school standard combines two goals that promote PD. Goal #1 focuses on school improvement that supports the objectives outlined in our *Strategic/School Improvement Plan*. Goal #2 allows for staff to commit to professional enrichment practices that will cultivate continual improvement and student achievement.

Our school has embedded four (4) professional days within our school calendar for dedicated workshops to improve the quality of education from a variety of perspectives. Additionally, we continue to offer after-school workshops that enhance awareness of teaching strategies and practices. The major areas that we have committed time and effort to develop and that align to our *Strategic/School Improvement Plan* are school culture, educational quality, curriculum, and assessment. The following is a breakdown of the most recent professional development activity.

School Culture – Our school is well-established in the principles and practices of Positive Behavior Intervention and Supports (PBIS). A continual flow of PBIS professional development workshops, on-line videos, and school-prepared Google-docs provides PBIS activities for every teacher and student to use and practice. Our current training focuses Tier I, universal systems of support. Our next series of PBIS training will be directed toward Tier II, intensive supports.

Educator Quality – Davies Instructional Administrators have presented a series of workshops to enhance awareness and deepen our educators' commitment. In support of the Rhode Island Model : Teacher Evaluation & Support System, we have presented the following workshops: (1) Intro to RI Teacher Evaluation & Support System, (2) Student Learning Objectives (SLO), (3) Educator Performance Support System (EPSS), and (4) Framework for Teacher Effectiveness System (FFTES).

Curriculum & Assessment – The following workshops have been presented to all educators: (1) Comprehensive Assessment System, (2) three sessions of Common Core/Backward Design Academy, (3) Formative Assessment, (4) School-wide Grading Policy (the Administrators use a rubric to monitor progress and adherence to assess this practice), and (5) Common Core and the Career & Technical Education (CTE) Connection.

Our commitment to all of these PD activities allows our entire community to grow in the practices that create superior student achievement.

7. School Leadership:

Davies is a comprehensive state-operated career and technical high school and is governed by a Board of Trustees. In partnership with school administrators, the Board of Trustees is responsible for guiding the mission and vision of the school and determining school policies. All Trustees are appointed by the State Education Agency. Members represent business/industry leaders, higher education leaders, and parents. The Board appoints the Director of the school, who oversees day-to-day operations of the school and is responsible for implementing school policies set by the Trustees, providing instructional leadership, overseeing all management team members, and developing and implementing the goals and action plans outlined in the annual School Improvement Plan by instilling a culture of shared leadership among all stakeholders.

The Director oversees an administrative team of leaders responsible for Academic and Technical Instruction, Diverse Programs, Student Management, Business Operations, Human Resources, Business Education Partnerships, Information Technology, and Facilities. This Administrative team formally meets monthly to inform and support each other towards the common goal of creating an environment that is physically and educationally conducive to teaching and learning. All management team members play a role in achieving this goal as they work to attain individual objectives aligned to the school's mission and vision and partake in constructive dialogue that ultimately informs actions or leads to the implementation of initiatives, programs, etc. For example, the Supervisors of Instruction and Student Management conducted an examination of student behavior and performance that showed that behavioral issues have a direct impact on classroom instruction and student achievement. In response, a three-tiered support system was developed to address student behavior and to improve student achievement. The system provides behavioral interventions and supports and continuous academic and technical program preparation. Tier 1, a school-wide approach to discipline based upon the establishment of universal standards of conduct, focuses on developing a culture of respect and rapport between students and adults, which results in a quality learning environment. Tier 2, Resource Assignment Center, is a targeted approach where individualized learning plans have been created and daily coursework is delivered to the students in a small group instructional setting. By demonstrating the “three R’s” (**R**espect, **R**esponsibility, and **R**eady to Succeed) of the school’s PBIS system, students earn points toward matriculating back into the regular instructional setting. Tier 3, Afternoon Classes, is a more intensive approach to address the most severe behavioral infractions. These students are provided an individualized learning/behavioral intervention plan aimed at modifying behavior so that students can ultimately see teaching and learning as a positive experience and an avenue towards success.

In addition to the above example of systemic behavioral and learning interventions, the management team fully uses its own internal expertise and resources to lead staff training related to teaching, learning, assessment, evaluation, and curriculum development. In essence, all community stakeholders play an active role in leading and managing of our educational program. We are proud of our accomplishments and maintain our resolve to continue providing our students with a world-class academic and technical education.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: New England Common Assessment Program

Edition/Publication Year: 2007 Publisher: New England Common Assessment Program

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient Plus % Proficient with Distinction	35	34	27	26	7
% Proficient with Distinction	1	0	1	1	0
Number of students tested	177	195	172	183	165
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient Plus % Proficient with Distinction	33	37	27	22	2
% Proficient with Distinction	0	0	1	0	0
Number of students tested	116	139	98	85	87
2. African American Students					
% Proficient Plus % Proficient with Distinction	28	24	9	5	0
% Proficient with Distinction	0	0	0	0	0
Number of students tested	18	21	22	20	17
3. Hispanic or Latino Students					
% Proficient Plus % Proficient with Distinction	36	41	39	20	4
% Proficient with Distinction	0	0	2	0	0
Number of students tested	72	74	52	51	45
4. Special Education Students					
% Proficient Plus % Proficient with Distinction	11	17	17	5	0
% Proficient with Distinction	0	0	0	0	0
Number of students tested	18	18	18	21	17
5. English Language Learner Students					
% Proficient Plus % Proficient with Distinction					0
% Proficient with Distinction					0
Number of students tested					10
6.					
% Proficient Plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
NOTES:					

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 11 Test: New England Common Assessment Program

Edition/Publication Year: 2007 Publisher: New England Common Assessment Program

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES					
% Proficient Plus % Proficient with Distinction	87	87	86	75	48
% Proficient with Distinction	18	17	9	7	2
Number of students tested	177	195	172	182	165
Percent of total students tested	99	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
% Proficient Plus % Proficient with Distinction	85	87	84	69	48
% Proficient with Distinction	15	17	12	2	1
Number of students tested	116	139	98	85	87
2. African American Students					
% Proficient Plus % Proficient with Distinction	89	81	77	55	47
% Proficient with Distinction	28	5	9	0	0
Number of students tested	18	21	22	20	17
3. Hispanic or Latino Students					
% Proficient Plus % Proficient with Distinction	88	93	90	63	51
% Proficient with Distinction	13	20	15	2	4
Number of students tested	72	74	52	51	45
4. Special Education Students					
% Proficient Plus % Proficient with Distinction	67	61	61	48	35
% Proficient with Distinction	6	0	0	0	0
Number of students tested	18	18	18	21	17
5. English Language Learner Students					
% Proficient Plus % Proficient with Distinction					0
% Proficient with Distinction					0
Number of students tested					10
6.					
% Proficient Plus % Proficient with Distinction					
% Proficient with Distinction					
Number of students tested					
NOTES:					